

FAIRFIELD MIDDLE
728 US Highway
Winnsboro, South Carolina 29180

GRADES 7-8 Middle School

ENROLLMENT 582 Students

PRINCIPAL Ms. Tammy Martin 803-635-4270

SUPERINTENDENT Dr. Clarence E. Willie 803-635-4607

BOARD CHAIR Ms. Annie E. McDaniel 803-635-6894

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	37	6

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Unsatisfactory	Unsatisfactory	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

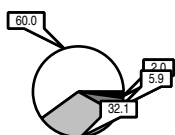
PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.5%

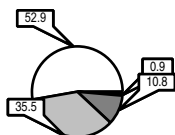
PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

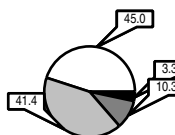


Mathematics

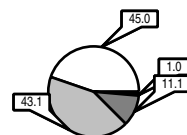
Middle Schools with Students like Ours



English/Language Arts







Mathematics



English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	578	99.3	52.7	35.6	10.8	0.9	17.1	Yes	Yes
Gender									
Male	284	98.9	60.0	30.7	8.9	0.4	12.6		
Female	294	99.7	45.8	40.2	12.6	1.4	21.3		
Racial/Ethnic Group									
White	72	98.6	37.5	42.2	18.8	1.6	23.4	Yes	Yes
African-American	502	99.4	54.7	35.0	9.6	0.6	16.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	448	99.6	46.1	39.9	12.9	1.2	20.7		
Disabled	130	98.5	76.2	20.5	3.3	0.0	4.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	578	99.3	52.7	35.6	10.8	0.9	17.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	578	99.3	52.7	35.6	10.8	0.9	17.1		
Socio-Economic Status									
Subsidized meals	457	99.1	57.4	34.0	8.6	0.0	14.3	No	Yes
Full-pay meals	121	100.0	34.8	41.7	19.1	4.3	27.8		

Mathematics - State Performance Objective = 15.5%									
All Students	578	99.5	60.0	32.1	5.9	2.0	13.1	No	Yes
Gender									
Male	284	98.9	61.9	31.1	4.8	2.2	12.2		
Female	294	100.0	58.2	33.1	7.0	1.7	13.9		
Racial/Ethnic Group									
White	72	98.6	43.8	37.5	12.5	6.3	21.9	Yes	Yes
African American	502	99.6	62.2	31.5	5.1	1.2	11.9	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	448	99.8	54.0	36.1	7.4	2.5	15.6		
Disabled	130	98.5	81.1	18.0	0.8	0.0	4.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	578	99.5	60.0	32.1	5.9	2.0	13.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	578	99.5	60.0	32.1	5.9	2.0	13.1		
Socio-Economic Status									
Subsidized meals	457	99.3	63.6	30.1	4.5	1.8	11.1	No	Yes
Full-pay meals	121	100.0	46.1	40.0	11.3	2.6	20.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	292	95.9	56.1	33.3	10.5	N/A	10.5
	Grade 8	299	98.3	58.2	36.8	5.0	N/A	5.0
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	295	99.3	51.4	38.7	9.6	0.3	9.9
	Grade 8	283	99.3	54.6	33.6	10.4	1.4	11.8

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	292	96.9	58.3	33.8	6.7	1.3	7.9
	Grade 8	299	98.7	53.8	42.9	2.9	0.4	3.3
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	295	99.7	59.7	28.3	8.9	3.1	11.9
	Grade 8	283	99.3	59.3	37.9	2.1	0.7	2.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 582)				
Students enrolled in high school credit courses (grades 7 & 8)	89.3%	Up from 7.2%	9.9%	14.6%
Retention rate	2.8%	Up from 0.7%	4.4%	3.0%
Attendance rate	93.6%	Up from 93.4%	95.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	14.6%		8.0%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	12.9%		7.8%	5.3%
Eligible for gifted and talented	18.3%	Up from 17.6%	7.8%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	19.4%	Up from 19.0%	14.9%	13.9%
Older than usual for grade	2.4%	Down from 4.5%	7.1%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 7.0%	1.5%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 47)				
Teachers with advanced degrees	40.4%	Down from 50.0%	47.8%	48.7%
Continuing contract teachers	61.7%	Up from 58.7%	72.5%	81.7%
Highly qualified teachers**	80.8%	N/A	88.5%	90.4%
Teachers with emergency or provisional certificates	30.2%		10.5%	5.3%
Teachers returning from previous year	76.7%	Up from 71.0%	77.9%	85.1%
Teacher attendance rate	95.9%	Up from 93.8%	94.4%	94.8%
Average teacher salary	\$37,218	Down 4.4%	\$39,245	\$40,566
Prof. development days/teacher	12.9 days	No change	12.0 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.3
Student-teacher ratio in core subjects	17.9 to 1	Down from 21.7 to 1	18.7 to 1	21.3 to 1
Prime instructional time	87.5%	Up from 83.2%	88.7%	89.3%
Dollars spent per pupil*	\$6,552	Up 14.1%	\$6,572	\$5,821
Percent of expenditures for teacher salaries*	63.1%	Up from 62.5%	59.1%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	65.3%	Up from 40.3%	88.0%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	81.5%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Parents, students, community, and staff members have strengthened Fairfield Middle School's (FMS) Professional Learning Community (PLC) by implementing various initiatives. Based upon the school's absolute data, an increased percentage of seventh and eighth grade students scored basic and above on the mathematics Palmetto Achievement Challenge Test (PACT). However, a lower percentage of seventh and eighth grade students scored basic and above on the English/language arts PACT.

During the 2003-2004 school year, 91% of FMS's Algebra I students passed the end-of-course examination.

Our staff continued its participation with the curriculum calibration process. An increased percentage of FMS's assessments were rated on-grade level or above-grade level.

The School Improvement Council, along with other staff members, revised the school renewal plan and incorporated research-based strategies to address student learning. Each department developed an ongoing improvement plan, which highlighted pertinent staff developments as well. For example, FMS's teachers will incorporate literacy strategies in all content areas during the 2004-2005 school year.

We implemented five, eighty-minute blocks for all disciplines. Fewer transitions during the school day greatly increased time-on-task for all learners and provided educators with meaningful opportunities to engage in job-embedded learning.

The core teachers implemented their second year of curriculum mapping. They developed and aligned local curricula to state standards. Next year, we will continue to address strategies to link assessment to instruction.

We provided ongoing remediation through tutoring and the Homework Center. All students received remediation in our new computer labs. Parents have access to this technology in the new parent resource center as well. We are constantly searching for innovative ways to increase parental involvement. Parents were invited to a PACT Carnival and served on the School Improvement Council/Parent Teacher Organization.

The curriculum and teacher specialists have provided technical assistance, which guided the curriculum development process and facilitated the "best practices" institute for the teachers.

We continued implementation of the "universal breakfast in the classroom" program, which research has proven increases student achievement and improves discipline. We provided several extra-curricular activities for our students: football team, basketball team, cheerleading squad, softball team, baseball team, soccer team, band, Junior Teen Institute, academic challenge team, and service-learning projects.

We will continue to "school" for student success as we look forward to next year.

Teresa Hancock, Principal
Shelia Beaver, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	20	251	93
Percent satisfied with learning environment	36.8%	55.0%	59.3%
Percent satisfied with social and physical environment	60.0%	56.7%	51.6%
Percent satisfied with home-school relations	11.1%	78.0%	54.8%

*Only students at the highest middle school grade level at this school and their parents were included.